**NOTICING GOOD TEACHING REFLECTION #5**

**Embedding Effective Literacy Practices Into Classroom Instructional Routines**

Use the big ideas from this semester to identify key instructional practices that reflect effective literacy instruction in the two Classroom Snapshots in Chapter 10. Identify **two practices** in the snapshot of Doug Brown’s Interactive Read-Alouds (p. 312-317) and **two different practices** in the snapshot of Lois Kelly’s preparations for Daily Engaged Independent Reading (p. 326-329). For each practice, explain in 2-3 sentences why this practice represents aspects of good reading comprehension instruction. Please **TYPE** your answers into this template.

|  |  |
| --- | --- |
| **Instructional Practice** | **Why is it effective?**  **What principles support this practice?** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

Now that your semester is coming to a close, please think back over the semester and use the framework below to reflect on how your thinking has changed about reading comprehension instruction in elementary school. You might consider, for example, ideas about teacher’s beliefs, ways of defining reading, classroom literacy spaces, motivation, differentiation, explicit instruction, higher-level thinking and discussion, diverse responses, and/or the use of technology – but there may very well be other areas that better capture your thinking. There is certainly no correct answer for this assignment, as long as your responses reflect your thoughtful consideration of the two “biggest ideas” and one “burning question” you will take with you from this class into your student teaching experience.

**Big Idea #1.** I used to think…

Now I think…

**Big Idea #2.** I used to think….

Now I think…

**Burning Question**: